

AEA-Self Analysis of District Career Development Plans Report

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The Iowa Department of Education (DE) facilitated a process for studying the District Career Development Plans (DCDP) for the purpose of designing technical assistance. Personnel from each AEA engaged in a full day meeting to review what local districts have planned for district-level professional development. The data collected in these reviews will be used to design technical assistance to be delivered to local districts by the AEAs, as well as supports to be provided to the AEAs by the DE. This information will not be used to determine compliance of the District Career Development Plans or Comprehensive School Improvement Plans (CSIPs).

Process

The DE staff (and in some sites, Bev Showers) worked with AEA staff to implement a process for reviewing each DCDP, describing strengths and concerns, identifying recommendations, and prescribing technical assistance and supports. In addition to studying the DCDPs that are part of the web-formatted CSIPs, AEA staff were encouraged to bring and review any additional professional development planning documents such as building level plans, action plans, and schedules. Most reviewers looked only at the DCDPs found within the CSIPs.

A rubric was developed that explained what elements of a quality professional development plan would look like along with descriptors of plans that would indicate a need for technical assistance to improve the plans. Nineteen elements were considered. These elements and descriptors were based on the Iowa Professional Development Model, and the Professional Development Standards and Rules (IAC 281.83.6(2)). Each level of the rubric was assigned a number for purposes of organizing the data.

3= Little technical assistance needed

2= Adjustments and some support may be needed

1= Extensive technical help may be needed

0= Need for follow-up to gather more information

No score or numerical benchmark will be used to judge the quality of plans. In addition to the 19-item rubric, reviewers listed the trainer and providers identified in the plan, and recorded the professional development target and the content selected by each district.

The following sequence was followed by participants:

- An overview of the process and demonstration of a review using a sample plan was provided. The orientation presented at the beginning of each review session included a demonstration of how to read the DCDP portions of the CSIP, consider each of the 19 items and apply the 0 to 3 scale for each item.
- Each person read 2-3 plans and completed a rubric for each district.
- Data were entered electronically.

- Participants categorized the districts they reviewed into one of three categories and recorded comments
 - 1) Well developed Plan (showcase and sustain) – list strengths
 - 2) Adequate plans – list adjustments and technical assistance needed
 - 3) District Plans that need significant technical assistance – list areas of need

At each meeting participants discussed preliminary findings, patterns, and implications. Recommendations and suggestions for technical assistance were generated and recorded for the areas of greatest need. (A technical assistance document has been developed from this list of ideas. See Appendix B.) Finally, participants identified needs for technical assistance to be provided by the DE. Those requests are summarized in Appendix D.

Schedule: AEA 13 and 14 (October 19, 2004; AEA 11 (November 4, 2004); AEA 1, 9, and 10 (November 15, 2004); AEA 2, 6, 7 (November 16, 2004); AEA 4, 12, and 8 (November 19, 2004); AEA 15 and 16 (November 22, 2004).

Participants: Each AEA was invited to identify participants. AEA Educational Services Directors were encouraged to include school improvement consultants, professional development consultants, and other personnel who support local districts with professional development planning and implementation. Participants included school improvement consultants, content consultants, media/technology consultants, special education consultants, professional development consultants, and AEA administrative personnel. Teams ranged in size from 6 to 25 members.

Participants were asked to read the DCDP for each of the public school districts in their AEA. Some AEAs chose to analyze their non-public school districts as well. Non-public school districts were not required to submit district career development plans but several non-public school districts chose to write district career development plans as part of their CSIP. A total of 385 plans were reviewed.

Themes observed in the data: The data reported represent the best information that the AEA participants could glean from the text of the Comprehensive School Improvement Plans. Readers assumed that the DCDP did not necessarily represent everything a local district has planned for professional development, given the space restrictions of the electronic CSIP format.

Results

District Career Development Plans were categorized into three groups for the purpose of designing and providing technical assistance. In addition, the content selected for professional development was tabulated to assist both AEAs and the DE in determining the need for trainers in various areas.

Well Developed Plans

Districts with well developed plans appeared to have analyzed their data, specified a professional development target based on data, and selected content that aligned with their

district goals and the PD target (See Appendix A for tables). The plans that were rated as needing little technical assistance were focused on instructional strategies and seemed less fragmented. These plans included time for learning and structures for collaboration. Districts with well developed plans should be visited to see if their plans are being implemented as written. AEAs should identify districts that have fully developed plans and effective professional development in place and showcase these districts so that others may learn from them.

Adequate Plans

District plans that were adequate but needed some adjustments were lacking in focus and included too many targets for professional development. Plans in this category were not as well aligned in the way they used data to set a target and select content. Much of the content selected either was too general, non-specific, or lacked a scientific research base. Many of these plans either did not include the study of implementation or did not include enough information to tell what the district intended to do in the area of planning and monitoring implementation. How districts intended to structure and support collaborative team work was not discernable from many of the district plans. One of the most frequently noted problems was the lack of formative evaluation procedures.

These districts should receive technical assistance that targets the specific areas that are not clearly defined or are missing. Given the patterns observed in the data, it is likely that assistance with setting a target and selecting content to address that target will be the most useful technical assistance to start with. Those districts that have selected appropriate content that is aligned with their data and goals may need support in defining their implementation plan, setting up collaborative teams, and setting up formative evaluation procedures.

Plans that Indicated a Need for Significant Technical Assistance

Plans that needed significant technical assistance and support were missing components or lacked specificity in multiple areas. One assumption generated in group discussion among the readers was that districts that had done a weak or limited analysis of data had plans that lacked clearly defined a professional development target or targets. These districts often had trouble defining what the content should be. If content is not clearly defined, it becomes extremely difficult to develop quality plans for studying implementation and measuring student results. Lack of alignment at the outset seems to contribute to generally vague or incomplete plans. Suggestions for technical assistance are included in the final section of this report. Districts with plans in this category should receive immediate and in depth technical assistance to strengthen their plans.

Analysis of the rubric items indicate that most districts in all three categories recognized state requirements to use ITBS/ITEDs results to yield summative information.

Professional development targets and content selected: The review of the 385 district plans indicated that most districts listed some type of target or goal for professional development in an academic instructional area. Many districts listed more than one content area in their plan.

Number of districts	Broad Content Areas Listed as Targets for Professional Development
322	Reading
239	Mathematics
109	Science
227	Other

A wide variety of specific content was listed in the areas of reading, mathematics, science and other. Multiple districts have identified strategies/programs/models that have an established research base. Examples of content with a research base that were included in DCDPs are listed below.

Reading Programs/Models	Mathematics Programs/Models	Science Programs/Models
Reciprocal Teaching	Standards based math	Science writing initiative
PALS	Cognitive Tutor	
Second Chance Reading*		
Reading Recovery		
6-Traits Writing		
Balanced Literacy (if well defined with multiple research based strategies)		
PWIM*		

Reading Strategies	Mathematics Strategies	Science Strategies
Graphic organizers	Problem Centered Approach	
Summarizing	Problem Solving with Representations	
Questioning strategies (QAR, SQ3R)	Every Student Counts Strategies	
Peer Tutoring		
Cooperative Learning		
Guided Reading		
Explicit Instruction		
Think loud/Read Aloud		
ECR and Reading 1 st Strategies		

(*Some of the programs are made up of a combination of strategies that are well grounded by studies that meet the criteria for scientifically research based but published studies (at the level 4 and 5 level on the Iowa Content Network) are not available for the full program. Studies that describe student results for the program are available but have not been published in a refereed journal.)

Many plans listed a target area but did not list specific content for the target in the plan. For example, a plan might include the target of reading comprehension, and then list reading comprehension as the strategy/program or list nothing as a strategy/program. It is impossible to tell from plans of this type what they intend to do for professional development in the area of reading. Examples of content listings that are too general or not descriptive enough to determine what is being provided for professional development include:

- comprehension, vocabulary, fluency, phonics
- writing
- reading in the content areas
- differentiated instruction
- science inquiry, hands on science, science kits
- measurement, algebra, computation, estimation, fractions

These broad descriptors may be appropriate for identifying the general area teachers need to address in professional development, but they are too broad to enable districts and buildings to design quality professional development. More information needs to be collected from these districts to determine specifically what teachers will be learning and what new knowledge and skills students will be acquiring. Details about the strategy/program/model can then be reviewed to see if there is evidence that this practice has yielded positive student results. Specific information about the practice can help the provider design all elements of the PD initiative.

Another trend was to list a target and then identify a strategy that was far too narrow to affect student achievement, e.g., a plan listing a math target K-12 with a strategy of “calculators” or Reading Recovery (content appropriate only for elementary) as a single strategy for reading for K-12. Several plans listed ECR (currently an elementary program) for K-12.

Some plans listed assessments or assessment processes as content rather than an instructional practice.

There were plans that did list research based strategies or programs. Readers of the plans generated a concern that some districts listed exactly the same reading strategies that were provided in the sample guidance provided by the Department of Education. In these instances, it was difficult to determine whether districts intended to fully implement all the content specified in their plan. If all districts implement their plans as written, think alouds, explicit instruction, reciprocal teaching and cooperative learning will be a widely implemented set of practices state-wide. These may be very appropriate strategies for faculties to learn and use with students. The AEA should be prepared to provide training and resources in these strategies or work with local districts that do not intend to implement these strategies as written to amend their CSIPs. If these strategies are not going to be implemented by a district, the appropriate guidance for districts would be to help them revise their DCDP and amend their CSIP.

Some districts listed strategies or programs that lack the research base that will enable them to have confidence that the practice has yielded positive results for students. Below are examples of strategies listed that have a weak research base or have not been evaluated in a way that demonstrates evidence of results. Some of these programs may include some individual strategies that have been well researched that are part of a set of practices, but the implementation of the full program has never been evaluated using empirical methods that meet the criteria for scientifically based research. While some of these programs may offer testimonials that they are effective, they typically are not able to provide published evidence (with a quality research design) that the program yielded student results. Examples of programs and strategies that lack a well established research base:

- CRISS
- Dimensions of Learning
- DEAR, Sustained Silent Reading
- Accelerated Reader
- Accelerated Math

The PD content of some districts was simply a broad category of instruction based on a meta-analysis. Others listed sources that are a set of materials that list multiple strategies, teaching tips, routines and activities that refer to research but do not provide evidence that the practices as combined yield student results. These sources may be useful for identifying content to investigate further but do not give enough specific information about the instructional practices to direct professional development.

- *Classroom Instruction That Works* (Marzano, R, 2001)
- Reading in the content area publications that list multiple strategies/routines/teaching tips without providing the research rationale and foundation for implementing specific practices.

Plans also included items listed in the “other” category or as content to address reading, math, and science that are not likely to contribute directly to accomplishing goals to increase student achievement through professional development. Some of the activities listed do not require training, rather they are procedures or routines that may be put in place without asking the teachers to learn any new practices. These may be useful adjustments for schools to make, but they should not be considered as professional development because they do not include training to increase teacher capacity. Other practices listed may be considered distal – a distance from the environment of the child and not focused directly on instruction. Some of these distal topics may be appropriate, if they do not compete with the priorities set for instruction. Training that is distal should not be the primary focus of professional development. See the list below for examples of topics or activities included in some DCDP that are either not professional development or are training that is not focused on instruction. If addressed by a district or school, the provider should help the district focus on instructional content that aligns with its data and goals (proximal to student learning) and limit time spent on the distal efforts to less than 20% of the school districts’ time and budget for PD. This recommendation does not suggest that these activities are wrong or inappropriate, but that the professional development plan should take simultaneity into account and balance attention given to process, content, and context. See the *IPDM Training Manual* for more information.

- Character Education
- Study groups on Marzano or similar books
- Safe environment
- Technology integration
- Restitution training
- 8 steps
- Training on coaching
- Gender equity training
- Follow-the-Leader
- Student led conferences
- Data analysis
- Conflict resolution
- Poverty
- Climate
- Curriculum mapping
- Professional Learning Communities
- Smart Goals
- Bullying
- High Schools that Work

AEA Recommendations for Technical Assistance

AEA teams at each of the DCDP analysis sessions around the state generated numerous suggestions for how LEAs might be helped to better design, implement and evaluate their plans (see Appendix B for a complete listing of recommendations by category).

A primary recommendation is for tight coupling among the first three elements of the Iowa Professional Development Model cycle – analyzing data, setting goals, and selecting research-based content for professional development. As was mentioned earlier in this report, districts that were able to complete these three tasks thoroughly and competently tended to have strong, workable plans throughout. We would just reiterate here that data analysis must involve school faculties as well as central office staff so that understanding of student need is developed and a sense of urgency about the search for solutions to student learning problems is built. Furthermore, the PD target selected for district/school focus must be of an appropriate magnitude. Targets that are too large or diverse soon create discouragement, as the lack of time and other resources to support such large or multiple initiatives make it apparent that programs cannot be implemented and goals cannot be reached. On the other hand, targets that are too small generally have quite small effects and leave faculties feeling that their professional development program was much ado about nothing.

Selecting content that, because of its research base, has a high probability of addressing the student needs identified, requires more time, study and thought than was first realized by many districts. Taking the time to do this step thoughtfully pays big dividends when it comes to implementing the remaining elements of the PD cycle.

Training design really is dependent on sufficient time to fully develop the rationale and research base for the PD content. Many districts were intending to include theory, demonstrations and opportunities for practice in their training design but allocated so little time to the content being learned that all were treated hastily. A major recommendation here is to take the necessary time during training to develop skill so that implementation is not a struggle.

Since collaboration and implementation are so closely linked, recommendations in these areas tended to overlap. Collaboration time for teachers to work on planning, lesson development, problem solving and analysis of student formative data is critical, but perhaps even more importantly, once the time is set aside, it must be protected from encroachment by other school business. It is critical that collaborative time be structured in such a way that it truly serves the

implementation and evaluation of the districts/schools' initiative. Implementation plans, while generally designed by leadership teams, often need adjustment based on student formative data, and the collaborative team is the ideal forum for these adjustments. Data monitoring the implementation of the initiative can be collected, compiled and studied in the collaborative teams before they are forwarded to the leadership team for collation and dissemination to staff as a whole.

The primary recommendation for formative evaluation of PD efforts was technical assistance with instruments appropriate for data collection, given a variety of student learning needs being targeted. In summative evaluation, the need was also technical, specifically the process for examining student growth data in conjunction with implementation data.

All these recommendations are not equal, of course--some address much more difficult problem areas than others. A critical need appears to be district and school level understanding of the Iowa Professional Development Model – its purpose and processes and most importantly, the way it changes the way PD is typically done in education. Analyzing student data, selecting a target and finding appropriate content would appear to be extremely critical, as so much of the IPDM is dependent on the competent completion of these tasks. Finding time for in-depth professional development is a task that will require commitment from the superintendent and board to individual schools. Structuring collaborative teams, setting up formative data collection and implementation monitoring systems may require technical assistance but are not in and of themselves difficult if the more complex elements are dealt with thoroughly at the beginning of the PD process.

In conclusion, despite the many recommendations for how districts might improve their PD plans and implement the plans they have, we are encouraged by the number of districts who have made a solid start in redesigning their PD programs to serve student needs.

Next Steps: The Department has already initiated training and technical assistance based on the finding from the analysis of the district plans. These include:

- Winter Institute
- Winter Institute Follow-up Sessions
- Advanced PD Seminar Series
- Internal work at the Department to refine CSIP processes

This report will be shared and discussed by key leaders in the Department of Education and AEAs for the purpose of designing systems-level supports for improving the services available to local districts.

Appendix A: Tables

**Table 1 AEA Assessment of Local District Status
on 19 Critical Elements within the District Career Development Plans**

Component	(385 Plans Reviewed) Item Description	Mean	Coded 3	Coded 2	Coded 1	Coded 0
Collecting Analyzing Data	Q1) Scores are listed, with summary findings about student achievement with interpretation about patterns, trends, and implications. Analysis was detailed enough to lead to decisions about practice.	2.3	44%	46%	8%	1%
Collecting Analyzing Data	Q2) Analysis includes the general population as well as findings and implications for all subgroups represented in the district.	2.3	57%	21%	14%	7%
Goal Setting	Q3) Professional Development Target is focused on improving student achievement and provides skill development in instruction – specifically Reading, Math or Science.	2.5	74%	9%	9%	8%
Goal Setting	Q4) Goals and PD Target are aligned with data.	2.2	60%	17%	2%	21%
Goal Setting	Q5) Target is based on the AIG/MAO and district goals but is narrower and more specific.	1.9	41%	23%	16%	19%
Goal Setting	Q6) There is a singular focus at the district/building for PD – faculty will be able to focus on one major area at a time	1.9	24%	43%	28%	5%
Selecting Content	Q7) Plan describes PD content for all buildings and grade-spans.	2.4	68%	17%	6%	10%
Selecting Content	Q8) Plan describes the decision making process for selection of content: appropriate criteria were used to judge the quality of research.	2.1	46%	31%	9%	13%
Selecting Content	Q9) Content is well grounded in research base – strategies are listed and these strategies are supported with studies that meet definitions of SBR.	1.9	40%	32%	5%	23%
Designing Process	Q10) Design includes: Theory; Demonstration; Practice; Collaboration and plan is sufficiently focused to allow for all design elements.	1.8	28%	39%	18%	15%
Designing Process	Q11) When more than one topic area is the subject of training, time is provided for each area specified in the plan. (Leave blank if plan does not include multiple topic areas.)	1.0	19%	16%	5%	52%
Designing Process	Q12) Design describes how time will be made available for intensive PD training. Adequate time for training is provided.	1.7	34%	29%	7%	30%
Designing Process	Q13) Adequate time is set aside for collaboration.	1.4	30%	20%	12%	38%
Ongoing Cycle	Q14) All teachers responsible for instruction are included in training and learning opportunities and collaboration.	2.7	83%	8%	1%	8%
Ongoing Cycle	Q15) Implementation plans describe what the teachers will be studying and putting in place in the classroom – includes expectations for frequency of use.	1.6	14%	56%	12%	19%
Ongoing Cycle	Q16) Plan includes a process for monitoring implementation – the plan describes how fidelity and frequency of implementation will be studied.	1.5	11%	52%	14%	22%
Formative Evaluation	Q17) Plan describes how students will be assessed to see if they are responding to instruction that is the focus of the PD initiative. Assessment aligns well with the content being presented.	1.6	35%	13%	26%	25%
Formative Evaluation	Q18) Formative data are collected frequently enough to shape decisions about future.	1.6	27%	31%	14%	28%
Summative Evaluation	Q19) Summative looks at ITBS/ITEDs plus other assessments including end of the year review of formative data as per CSIP requirements.	2.7	86%	2%	3%	9%

Table 2
LEA Scores by Topic
Percent of LEAs Coded at Each Level on the 19 Critical Elements

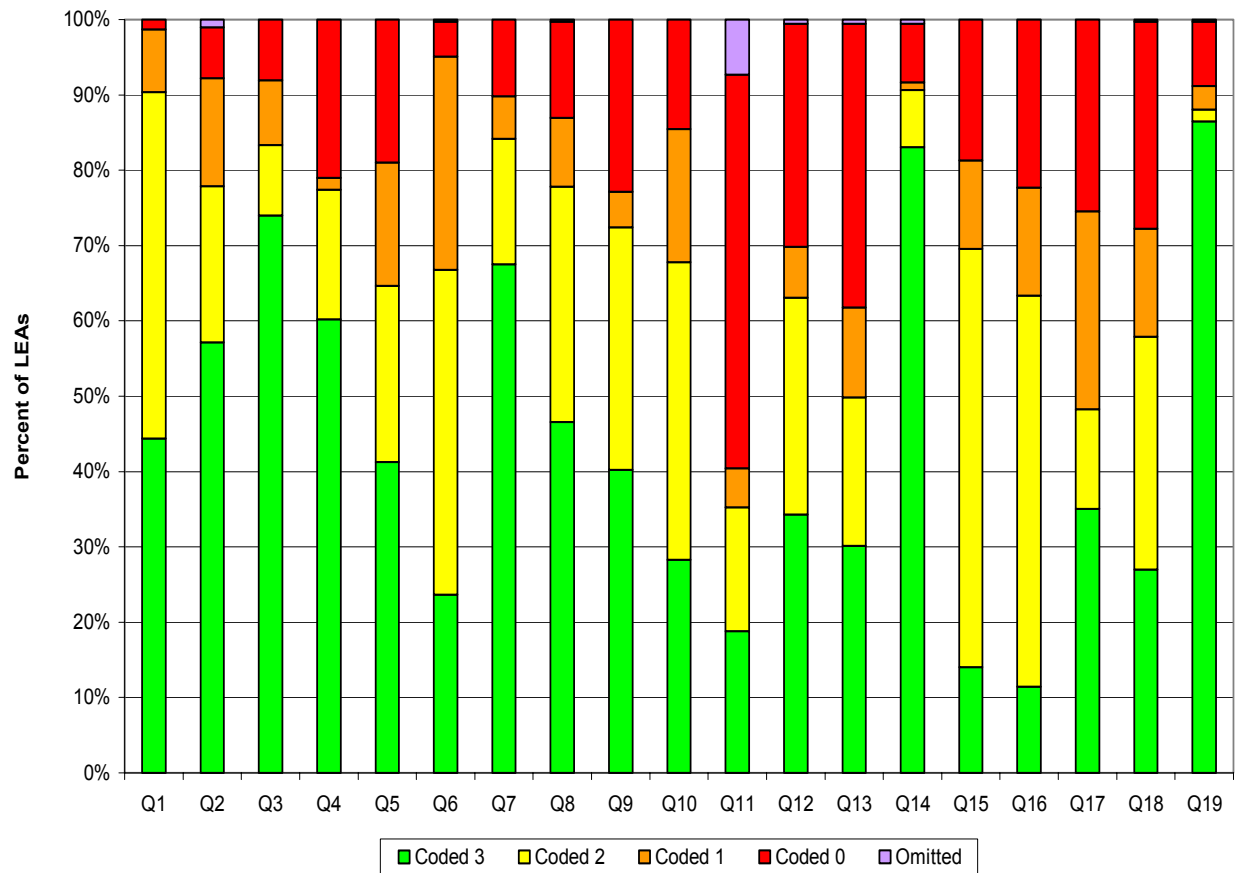


Table 3
Levels of Technical Assistance Needed by Iowa Districts (as determined by scores on 19 critical elements within the District Career Development Plans)

	Well Developed Plans – Sustain and Showcase	Plans Needing Some Adjustments	Plans Needing Moderate Levels of Technical Assistance	Plans Needing Extensive Technical Assistance
Range on sums for each of the 19 critical elements (Highest Possible Score =57)	57-47	46-36	35-25	Less than 25
Number of LEA Plans scoring within each range	75	150	103	57
Mean Score on Rubric	50.7	41.3	30.8	18.2

Table 4
Mean Scores on 19 Critical Elements for
Well Developed District Career Development Plans
and for Plans Needing Extensive Technical Assistance

Component	Item Description	Well Developed Plans	Plans Needing Extensive Technical Assistance
Collecting Analyzing Data	Q1) Scores are listed, with summary findings about student achievement with interpretation about patterns, trends, and implications. Analysis was detailed enough to lead to decisions about practice.	2.7	1.6
Collecting Analyzing Data	Q2) Analysis includes the general population as well as findings and implications for all subgroups represented in the district.	2.8	1.5
Goal Setting	Q3) Professional Development Target is focused on improving student achievement and provides skill development in instruction – specifically Reading, Math or Science.	2.9	1.6
Goal Setting	Q4) Goals and PD Target are aligned with data.	3.0	0.7
Goal Setting	Q5) Target is based on the AIG/MAO and district goals but is narrower and more specific.	2.7	0.9
Goal Setting	Q6) There is a singular focus at the district/building for PD – faculty will be able to focus on one major area at a time. (OK to have multiple emphases across district with variation at the building level as long as this variation is based on data.)	2.4	1.0
Selecting Content	Q7) Plan describes PD content for all buildings and grade-spans.	2.9	1.2
Selecting Content	Q8) Plan describes the decision making process for selection of content: appropriate criteria were used to judge the quality of research.	2.7	0.8
Selecting Content	Q9) Content is well grounded in research base – strategies are listed and these strategies are supported with studies that meet definitions of SBR.	2.6	0.5
Designing Process	Q10) Design includes: Theory; Demonstration; Practice; Collaboration and plan is sufficiently focused to allow for all design elements.	2.7	0.7
Designing Process	Q11) When more than one topic area is the subject of training, time is provided for each area specified in the plan. (Leave blank if plan does not include multiple topic areas.)	2.5	0.1
Designing Process	Q12) Design describes how time will be made available for intensive PD training. Adequate time for training is provided.	2.6	0.5
Designing Process	Q13) Adequate time is set aside for collaboration.	2.4	0.4
Ongoing Cycle	Q14) All teachers responsible for instruction are included in training and learning opportunities and collaboration.	2.9	1.8
Ongoing Cycle	Q15) Implementation plans describe what the teachers will be studying and putting in place in the classroom – includes expectations for frequency of use.	2.4	0.7
Ongoing Cycle	Q16) Plan includes a process for monitoring implementation – the plan describes how fidelity and frequency of implementation will be studied.	2.3	0.6
Formative Evaluation	Q17) Plan describes how students will be assessed to see if they are responding to instruction that is the focus of the PD initiative (formative). The assessment aligns well with the content being presented.	2.8	0.5
Formative Evaluation	Q18) Formative data are collected frequently enough to shape decisions about future.	2.6	0.6
Summative Evaluation	Q19) Summative looks at ITBS/ITEDs plus other assessments including end of the year review of formative data as per CSIP requirements.	3.0	2.2

Appendix B

Suggestions for Technical Assistance to LEAs on District Career Development Plans

This document is the culmination of a process to review District Career Development Plans and determine the needs for additional, ongoing technical assistance to Iowa school districts as they implement professional development. With facilitation from the Iowa Department of Education (DE), Area Education Agency (AEA) participants collected and conducted a preliminary analysis of the status of the district plans and then generated suggestions for how to provide technical assistance. This paper is a collection of the ideas generated by AEA consultants across the state as they discussed ways to support local districts. Additional recommendations and resources were added by DE staff following a more detailed analysis of the data.

Recommendations are organized around the components of the Iowa Professional Development Model.

Leadership

- ❑ Assist the administration in forming a leadership team with representation from various faculty and administrative role groups. See Part 1 page 18 “Forming A District Level Team” of the *IPDM Training Manual*.
- ❑ If governance structures are not in place, the provider should help central office and building leaders to set up teams. A large district should have a PD leadership team at the district level and each building should have its own team. Smaller districts may be served by a district level team that also supports PD at the building level.
- ❑ Develop meeting agendas that ensure that teachers on this leadership group are actively involved in helping to plan and make decisions about professional development. A typical leadership meeting agenda might include: time to organize implementation logs, study of student data, plan the next training event, practice demonstrations.
- ❑ Discuss the roles of principals and other administrators.
- ❑ Encourage principals to attend walk through training and other opportunities to learn how to support PD.
- ❑ Assist with developing a written PD calendar with time for the leadership team, training and learning opportunities, and collaboration. The principal should participate in and lead these professional development activities/actions.

- ❑ Assist the team in deciding when to meet, develop and distribute a calendar. The work of the leadership team is ongoing.
- ❑ Administrators who lead building level team may need to expedite communication and effective interaction between the district's central office and the building level PD Leadership team.
- ❑ When forming a leadership team, support the district leaders in considering the composition of the team. Make sure major role groups are represented. Once content is determined, new members who have expertise in the content area may need to be added. For example, if math is determined to be a priority, math teachers and consultants should be added to the team.
- ❑ Make sure that teachers are given responsibilities that include decision making about PD. Important outcomes of the leadership team are to distribute leadership functions across role groups and to build the capacity of teachers to lead. This requires that administrators and teachers share in decision making and assume leadership functions. Teachers may need to be empowered to play an active role in leading PD.

Focus on Instruction

- ❑ Facilitate a dialogue to prioritize district initiatives. Discussion should include resource allocation, and what is likely to get the “most bang-for-the-buck”. It is the AEA's role to remind the district that they won't get gains if they don't narrow their focus. Give districts “permission” to focus on one thing; especially for those on the watch list, it is critical to be successful with something.
- ❑ Take advantage of teacher leaders to help focus attention on instruction. Teachers on the leadership team should clearly articulate the purposes of staff development, rationale for focusing on instructional strategies, and the need to improve teaching practices. Teachers should contribute to establishing the expectation that all students can learn and that it is everybody's job to attend to the goal.
- ❑ When using “Classroom Instruction that Works” or other training materials that are a compendium of strategies/approaches, the consultant should help the district to select specific strategies to learn. [Knowing which strategies are the most appropriate for the individual school will require working with the research literature and the district's/building's student data.]
 - Encourage the district to pick 2-3 strategies with a good research base and then write implementation plans in order to get positive student results.
 - Help local district staff members find matches to their student data within a compendium of strategies. Emphasize the importance of increasing implementation of teaching practices that are in areas their students need.

- Continuously ask the question “How does this activity/program/initiative impact student achievement?” Work on eliminating competing priorities that do not have much likelihood of improving student learning. The provider may ask districts to look at student results and other measures to see if existing efforts are working. Examining data (or the lack of data) may cause administrators to recognize the need to selectively discontinue some practices.
- ❑ Using the IPDM graphic (with spaces for recording), help the local district staff write a plan for specific data, goals, content, design, etc. Use this document to show how the AEA Annual District Plan supports the LEA work.
- ❑ Form AEA teams to work with districts and school so that no one individual is responsible for everything.

Collecting and Analyzing Data

- ❑ Use Iowa PD Model Training Manual – Part 2 pages 3-7. Some specific tools that may be helpful include “How to Find Answers for the Sample Questions Part 4 page 21 and “Analyze and Report Data – Response Sheet” Part 4 page 37.
- ❑ Refer leadership team to [Insert your AEA's expert for analyzing data] for personalized help with analyzing and interpreting data.
- ❑ Increase capacity building activities to increase skills in using data:
 - Increase the number of AEA staff who are able to serve as “data coaches”
 - Access individuals within the system who have these skills to help others learn them.
 - Add AEA staff to building teams, as available.
- ❑ Some schools form a data team. (See North Scott Case Study.) This team provides onsite expertise to help with data use.
- ❑ Consider using a resource book – “Using Data to Improve Student Achievement” by Deborah Walhstrom. (or substitute your favorite resources).
- ❑ Involve all role groups in analyzing and discussing data. Avoid assigning one or two individuals to manage data. It is appropriate to ask skillful individuals to guide teams and give technical support but experts should not exclude faculties from data analysis activities.
- ❑ Use software for displaying data to facilitate understanding and drawing conclusions (Chart Wizard, EXCEL, SPSS, others)
- ❑ Use multiple sources of data – See Training Manual Part 4 pages 35 and 36.

Goal Setting

- ❑ If goal is appropriate but too broad, assist leadership team with reviewing the ITBS/ITED item analysis data and other sources of data to determine which skills are difficult for students. See *Using Assessment Data at the Classroom Level* DVD (This DVD was produced by the DE – contact Deb Hansen or AEA Educational Services office for copies).
- ❑ If the district has selected too many goals and multiple PD priorities, work with leadership team and administrators to determine which goal is most urgent. Some districts may need reassurance that it is appropriate to focus professional development efforts on a single goal. Remind leaders that about 80% of resources and time should be focused on instruction (proximal to teaching and learning) – 20% may support other actions that contribute to school improvement but are considered distal. Schools that have data that indicates multiple goal areas should select the most urgent goal and commit to a singular focus. Example: A school has data that raises concerns about both reading and math, selects reading comprehension and commits 80% of PD time and funding to reading comprehension. 20% might be spent on getting started with addressing concerns in math. Actions might include curriculum alignment work in math, identifying appropriate assessments for math skills, studying student grades, test scores, and math courses taken by high school students, making sure the written curriculum is taught. Once the district has accomplished the reading goal, the focus should shift to math.
- ❑ Leaders should avoid top-down decisions on establishing goals and the PD target. Involve the leadership team in analyzing data to set priorities.
- ❑ Use Iowa PD Model Training Manual: Goal Setting Section – Part 2 pages 9-13.
- ❑ Work with the leadership team, central office, building administrators and school board to ensure that all faculty are familiar with the district goal, PD target, and rationale for selecting the PD target. Assist the team in developing a document for dissemination to faculty and community that describes the link between student needs, district goals, and the PD target.
- ❑ Help district to select a target that is doable. Consider the time available and the resources of the district to set a goal that can be accomplished.
- ❑ Remind district/buildings to use the state and local trajectories when setting PD target. Look at the long term picture of where they are and where they want to be in the future.

Selecting Content

- ❑ Use Iowa PD Model Training Manual: Selecting Content and Design Sections - Part 2 pages 15-24.

- ❑ Work with the leadership team to find out why they chose content that did not relate to data and goals. Work through a series of questions to help them determine whether a change of course is appropriate.
 - Do you have evidence that the PD is getting student results? If yes, what?
 - What are the implications of discontinuing PD that is not related to data/goals?
- ❑ Assist the leadership team in reviewing the research studies that provide the justification that the practices selected are scientifically research based. Prepare an activity for faculty to read and discuss selected studies. Studies are kept on file for future use.
- ❑ Contact local, regional, and/or national experts that are familiar with the content selected. Find out how teachers learned the theory that supports this content. Identify the specific moves of the strategy/model and determine how demonstrations may be provided.

Designing Professional Development

- ❑ If the district/building has not allocated adequate time for professional development, the provider should counsel leaders to find ways of adding time. See Part IV pages 101 –104. for suggestions on finding time. If the IPDM is to accomplish its goals for increasing student achievement, regularly scheduled time must be allocated for:
 - The leadership team to carry out the functions of leading and sustaining professional development.
 - Collaborative teams to plan lessons, analyze data, etc..
 - Principals to attend training, conduct walk through, attend leadership and collaborative team meetings.
 - All staff and principals to attend training/learning opportunities.

Training and Learning Opportunities

- ❑ Make expectations clear that content of training is to be implemented and will be evaluated on the basis of student learning.
- ❑ Ensure that sufficient time is allocated for learning opportunities to enable teachers time to learn new knowledge and skills.
- ❑ Make sure training includes a balance of theory, demonstrations, and opportunities for practices. If working with a trainer, the leadership team should meet with the trainer to review the design. If the trainer's plans do not include enough opportunities to see demonstrations, opportunities for practice, or other critical elements for well developed training and learning opportunities, the team and administrator should clearly lay out the expectations that these elements need to be added.

Implementation

- ❑ Use Iowa PD Model Training Manual: Selecting Content and Design Sections - Part 2 pages 31-40.
- ❑ To establish distributed leadership, work on supporting the principal, AEA school improvement consultants and building representatives.
- ❑ Help principals to understand the data that are collected and facilitate ongoing discussion about implementation data. Implementation data are intended to bring about better implementation of the strategies/practices by teachers.
- ❑ Complete a written implementation plan (Form some well crafted questions to steer their thinking into developing an implementation plan.)
 - Identify ideal implementation.
 - How often will strategy be used?
 - What will strategy look like?
- ❑ Review the need for data on both frequency of implementation and the quality (fidelity) of implementation. Keep implementation data simple. If the school staff can't do both, then start with frequency data and move into the quality data when they are experienced with using data.
- ❑ Study the literature base to understand the theory of the strategy; AEA consultants should be able to help identify key elements of strategies and programs. This knowledge is needed to be able to design the collection of data in classrooms. For example: A district identified Reciprocal Teaching for its content. Help the leadership team to select one strong research study, read the study with the leadership team first and then the whole staff, look at the results and consider how much training was required and how often the strategy was used.
- ❑ The AEA consultant should maximize the use of the expertise of the Leadership Team. Help set up a process so the Leadership Team can model strategies for colleagues. Help the leadership team to articulate what the practice/strategy looks like and sounds like.
- ❑ It is important that the principal and external consultant be supportive so the faculty is able to push beyond initial concerns about the new learning being hard.
- ❑ Implementation practices are integrated with data collection and reflection. Initially the process may seem messy. AEA staff may need to assist with this process.
- ❑ Data collection must become part of the building's and district's routine. Assist staff in writing up a summary of findings. Help the team adjust professional development based on data and show that the data were used. Staff need to recognize that the data they collected were used and made a difference.

- ❑ Keep it simple; streamline; avoid complex forms and a lot of paper. Recognize that it will take a while to get to the ideal of collecting and interpreting both frequency and quality data.
- ❑ The principal must be able to recognize the moves of the strategy/practice. For example, when conducting a walk through, the principal needs to be able to recognize a strategy when it is used in the classroom. Principals need to be engaged in the training.

Collaboration

- ❑ Use Iowa PD Model Training Manual: Ongoing Cycle. See - Part 2 pages 33-35 and Tools pages 93 - 106 include examples of team meeting minutes and agendas. Review these with Leadership Team.
- ❑ Show team video clips of effective team meetings showcasing planning, studying implementation, etc. (See the IPDM Training Manual web site for a video clip of a team meeting.)
- ❑ Teachers planning lessons together is a critical aspect of collaboration.
- ❑ While teams are learning the collaborative process, it helps to have team meetings in a central location, so that the administrator and leadership team can assist teams with the process.
- ❑ At initial collaborative team meetings, model lesson planning by setting up a demonstration lesson, have two or more team member publicly design a lesson with the other faculty members observing.

Formative Evaluation

- ❑ Use Iowa PD Model Training Manual: Selecting Content and Design Sections - Part 2 pages 36-40.
- ❑ Work with faculty to make sure they have a clear implementation plan. (It is important that the instructional practice being studied in staff development is also being used by students. To measure student progress, it is critical that the strategies be understood and described in the implementation plan.)
- ❑ If the LEA needs help in selecting appropriate assessment tools, call on a consultant who is familiar with the content area and is knowledgeable about assessment instruments, the administration of the assessments, and interpretation of the findings.
- ❑ It is critical that the assessment align with the instructional practices. (Designing professional development around the assessments is less effective.)
- ❑ Set up a schedule for collecting formative data.

Summative Evaluation

- ❑ Use Iowa PD Model Training Manual: Selecting Content and Design Sections - Part 2 pages 41-44.
- ❑ Facilitate a meeting of the Leadership Team, including administrators responsible for instruction, to organize, analyze and display findings from ITBS/ITEDS and other summative instruments used in the district. Also study the formative data collected through the year to show student growth over time.
- ❑ Organize this data into a report. Use the QIC Decide resources.
- ❑ Engage the faculty in a discussion of the findings.

Appendix C: Forms

District Career Development Plan Analysis Individual LEA Protocol

LEA: _____

Reviewer(s): _____

Date: _____

Review Included (Check all that apply)

___ CSIP with District Career Development Plan

___ District action plan or more specific local planning document

___ One or more building plans (list buildings) _____

3= Little technical assistance needed

2= Adjustments and some support may be needed

1= Extensive technical help may be needed

0= Need for follow-up to gather more information

Collecting and Analyzing Student Data (See CSIP Constant Conversation #I A, B, and C)

1	3	2	1	0
	Scores are listed, with summary findings about student achievement with interpretation about patterns, trends, and implications. Analysis was detailed enough to lead to decisions about practice. (LRDA 1)	Scores are not included. Plan includes general summary of the findings with interpretation about patterns, trends, and implications. Analysis is general and of limited help in making decisions about practice.	Scores are not included. Little analysis and interpretation are apparent in this plan.	Can't tell from plan
2	3	2	1	0
	Analysis includes the general population as well as findings and implications for all subgroups represented in the district. (LRDA 2, 4)	Analysis includes findings and implications for some but not all sub groups represented in the district.	Analysis reported in nonspecific terms so that conclusion about needs are difficult to make.	Can't tell from plan

Comments: _____

Goal Setting for Professional Development (See CSIP Constant Conversation #I D; II E, F)

3	3 Professional Development Target is focused on improving student achievement and provides skill development in instruction – specifically Reading, Math or Science. (TQ3)	2 Professional Development Target is focused on teaching practices that impact students but not instruction (For example - affective/behavioral/social emotional).	1 Target is on adult or systems variable rather than on student. (Distal)	0 Can't tell from plan
4	3 Goals and PD Target are aligned with data. (TQ2)	2 Goals and PD target are not aligned with data.	1 No PD target.	0 Can't tell from plan
5	3 Target is based on the AIG/MAO and district goals but is narrower and more specific. (TQ1)	2 PD Target is too broad.	1 Initiatives listed under PD are too numerous for targeted learning and implementation.	0 Can't tell from plan

Comments: _____

6	3 There is a singular focus at the district/building for PD – faculty will be able to focus on one major area at a time. (OK to have multiple emphases across district with variation at the building level as long as this variation is based on data.)	2 There are 2-3 focus areas for PD that a faculty will need to address at one time.	1 There are more than 3 focus areas for PD– evidence of fragmentation	0 Can't tell from plan
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Comments: _____

Selecting Content (See CSIP Constant Conversation #II F, Research Base II D)

7	3 Plan describes PD content for all buildings and grade-spans.	2 Content described for some grade-span/ buildings but not others.	1 Plan does not describe content.	0 Can't tell from plan
8	3 Plan describes the decision making process for selection of content: appropriate criteria were used to judge the quality of research. (PD5)	2 Plan describes the decision making process but criteria not present.	1 No evidence of a process or criteria for selecting content	0 Can't tell from plan
9	3 Content is well grounded in research base – strategies are listed and these strategies are supported with studies that meet definitions of SBR.	2 Content is research related. Practices listed may have been based on research but never evaluated using an experimental or quasi-experimental design.	1 Content was selected based on testimonial data or studies/ articles without a research foundation No apparent research base.	0 Can't tell from plan

Comments: _____

Trainers were identified (list):

Provider identified (TQ 6)_____

Design (See CSIP Constant Conversation #II F 1 and 2)

10	3 Design includes: Theory Demonstration Practice Collaboration and plan is sufficiently focused to allow for all design elements. (TQ7)	2 Design references elements (theory, demonstration, practice, collaboration) but it is unclear how each element would be provided.	1 Design elements not referenced.	0 Can't tell from plan
11	3 When more than one topic area is the subject of training, time is provided for each area specified in the plan. (Leave blank if plan does not include multiple topic areas.)	2 Adequate time is provided for only one area.	1	0 Can't tell from plan
12	3 Design describes how time will be made available for intensive PD training. Adequate time for training is provided.	2 Time is provided but not adequate to support teacher learning.	1 Time issues not addressed.	0 Can't tell from plan
13	3 Adequate time is set aside for collaboration.	2 Time planned for collaboration is insufficient to support implementation.	1 Time issues not addressed.	0 Can't tell from plan

Comments:_____

Ongoing Cycle (See CSIP Constant Conversation #II F and G)

14	3 All teachers responsible for instruction are included in training and learning opportunities and collaboration. (TQ8)	2 Subset of faculty is included in training and learning and collaboration.	1 Plan sends a few teachers to training with the intent of “training-the-trainer” without provisions for supporting the scaling up.	0 Can’t tell from plan
15	3 Implementation plans describe what the teachers will be studying and putting in place in the classroom – includes expectations for frequency of use. (TQ 10)	2 Implementation plan is referred to but there is insufficient detail to determine actual plan.	1 Study of implementation is not addressed.	0 Can’t tell from plan
16	3 Plan includes a process for monitoring implementation – the plan describes how fidelity and frequency of implementation will be studied. (TQ 10)	2 Plans indicate that implementation will be monitored but does not specify both frequency and fidelity.	1 Plan does not monitor implementation.	0 Can’t tell from plan

Comments: _____

Formative Evaluation (See CSIP Constant Conversation #III and IV B)

17	3 Plan describes how students will be assessed to see if they are responding to instruction that is the focus of the PD initiative (formative). The assessment aligns well with the content being presented. (TQ 11, TQ 12)	2 Student progress is assessed but the assessments don't align with the content being presented.	1 Plan suggests formative assessment procedures will be done but there is insufficient information to know what will be collected.	0 Can't tell from plan
18	3 Formative data are collected frequently enough to shape decisions about future. PD	2 Formative assessments are listed but schedule is not included.	1 Formative assessment of PD initiative not addressed by plan.	0 Can't tell from plan

Comments: _____

Summative Evaluation (See CSIP Constant Conversation #IV)

19	3 Summative looks at ITBS/ITEDs plus other assessments including end of the year review of formative data as per CSIP requirements. (TQ 12)		1 No summative plan.	0 Can't tell from plan
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Comments: _____

List PD Target and Content:

	All levels/Grade spans	Elementary	Middle School	High School
Reading Target				
Reading Content:				
Math Target:				
Math Content:				
Science Target:				
Science Content:				
Other Target:				
Other Content:				

Appendix D

Recommendations for Technical Assistance to be provided to the AEAs by the Iowa Department of Education

- Provide more information on formative assessments (Examples of assessments to be used for reading, math, science).
- Provide more examples of implementation plans and suggestions for monitoring implementation.
- Provide targeted technical assistance for administrators.
- Continue to provide capacity building activities to AEAs.
- Provide support and resources to increase access to research based content.
- Disseminate guidance on how to develop and support district, building and individual plans.
- Provide ideas for how to maintain strategies that are in place while moving on into a new strategy. Provide a clear explanation of what should be going on year one and year two, etc., addressing multiple variables (i.e., staff turnover).
- Showcase what quality PD looks like from point of view of all different stakeholders: teacher, student, community, superintendent, principal. Describe what various roles do to support the initiative. Give examples of resources.
- Develop a way to alert AEA personnel and others to new additions to PD materials.

Appendix E

Individual AEA Tables